



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!

Addis Ababa University
አዲስ አበባ ዩኒቨርሲቲ



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

**Practice and Challenges of The Implementation of Integrated
Functional Adult Education program in Ilubabor Zone.**

By: Wondimu Tilahun

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Master of Arts in Educational Policy and Planning**

August 2021

Addis Ababa, Ethiopia

**Practice and Challenges of The Implementation of Integrated
Functional Adult Education program in Ilubabor Zone.**

By: Wondimu Tilahun

Advisor: Ayalew Shibeshi (Ass. Pro.)

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Master of Arts in Educational Policy and Planning**

**Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management**

August 2021

Addis Ababa, Ethiopia

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Name: Wondimu Tilahun

Signature: _____

Date: _____

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

**Practice and Challenges of The Implementation of Integrated
Functional Adult Education program in Ilubabor Zone.**

By: Wondimu Tilahun

Approval of Board of Examiners

_____	_____	_____
Advisor:	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date

Acknowledgements

Above all, I thank the Almighty God, who provided me comfort and complete well-being from the beginning to the end of my study.

My study advisor, Ayalew Shibeshi (Ass.pro) deserve the highest appreciation and thankfulness for the genuine advice, encouragement and guidance he offered to me.

Next, I want to express my words of thanks to Ilu Aba Bor zone education office and its staff members, A.A. University as well as Oromia Region Education Bureau and the Ministry of Education (MoE) for providing me this chance and sponsorship of my study.

Moreover, I sincerely appreciate the priceless contribution of IFAE facilitators of the woredas in which this study was conducted.

Finally, I wish to offer my appreciation and thanks to all individuals I did not mention their names that provided me invaluable contribution in every step of my education journey.

Table of Contents

Contents	pages
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES	v
ABBREVIATION /ACRONYMS	vi
ABSTRACT	vii
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Back ground of the study	1
1.2. Statement of the problem	4
1.3. Research Questions	5
1.4. Objectives of the Study	5
1.4.1 General objective	5
1.4.2 Specific objectives	5
1.5. Significance of the Study	6
1.6. Delimitation of the Study	6
1.7. Limitation and Scope of the Study.....	6
1.8. Definitions of Key Terms.....	7
1.9. Organization of the Study	8
CHAPTER TWO	9
2. REVIEW OF RELATED LITERATURE ON IFAE	9
2.1. Historical development of functional adult Education.....	9
2.2. The Concept of Integrated Functional Adult Education.	10

2.3. Overview of Adult and Functional Education Programs in Ethiopia.....	11
2.4. The Ethiopian National Adult Education Strategy.....	12
2.5. Benefits of Functional Adult Education.....	14
2.6. The objective of Functional adult Education	14
2.7. Stakeholders Participation in Functional Adult Education Program	17
2.8. Target groups of functional adult Education program	18
CHAPTER THREE.....	20
3. RESEARCH DESIGN AND METHODOLOGY	20
3.1. Research Design.....	20
3.2. Sources of Data	20
3.2.1. Primary sources	20
3.2.2. Secondary sources	20
3.3. Population Size and Sampling Techniques	20
3.4. Sample and sampling technique	21
3.5. Data gathering tools	21
3.5.1. Questionnaire.....	22
3.5.2. Interview	22
3.5.3. Document Analysis.....	22
3.6. Validity and Reliability of the instrument.....	22
3.7. Method of data analysis.....	23
3.8. Ethical Considerations.....	23
CHAPTER FOUR.....	24
4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION	24
4.1. The demographic Characteristics of respondents.....	24
4.2. The implementation of IFAE program.....	25

4.3. The effectiveness of IFAE program facilitators	27
4.4. The role of concerned body in IFAE activity	28
4.5. Challenges affecting the implementation of IFAE program	30
CHAPTER FIVE	32
5. SUMMARY OF FINDINGS, CONCLUSION AND.....	32
5.1. Summary of Findings	33
5.2. Conclusion.....	34
5.3. Recommendations	36
Reference	37
Appendix A.....	i
Appendix B.....	iv
Appendix C.....	v

List of Tables

Tables	Pages
Table: 3.1. Sample and sampling technique	21
Table: 4.2. The implementation of IFAE program	26
Table: 4.3. The effectiveness of IFAE facilitators	27
Table: 4.4. The role of concerned body in IFAE activity	28
Table: 4.5. Challenges affecting the implementation of IFAE program.....	30

Abbreviation /Acronyms

ESDP:	Education Sector Development Program
EWLP:	Experimental World Literacy Program
FALP:	Integrated functional adult literacy program
MOE:	Ministry of Education
NGO:	Non- Government Organizations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNDP:	United Nations Development Program

ABSTRACT

The purpose of this study was to assess the implementation of Integrated Functional Adult Education (IFAE) in Ilubabor zone, Oromiya National Regional State. This study employed a descriptive survey design with quantitative and few qualitative data type method. From the 556 population 165 participants were selected from IFAE facilitators with simple random sampling and all the 165 samples responded the questionnaires, whereas; qualitative data was collected from 6 woreda education office experts through interview and document analysis. After collecting the data, quantitative data was analyzed using percentage, mean and SD. The qualitative data interpretation was made with a narrative analysis of relevant incident of the respondents' responses. The results revealed that the program implementation is not encouraging and there is lack of organized structure, coordination, and commitment to improving the IFAE program from concerned body. The curriculum is not implemented as it was stipulated in the textbook of the learners, only teachers and facilitators teach alphabets and numbers without the involvement of the agriculture and health extension facilitators. The study result showed that the current practice used to implement IFAE, could not bring change as the right way to escape from illiteracy problem. In the zone, despite the growth of formal education, adult education has been impeded and the program handling system becomes not hopeful. Hence, the responsible government offices have to restructure the fragmented system of the program that could minimize the gap between the policy and existing practice.

Keywords: *Facilitators, concerned body, implementation.*

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the practical problem related to the practice & challenges of integrated functional Adult education implementation policy program in Ilubabour zone. It contains background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Back ground of the study

Like other Zones in the region, Ilubabour Zone is practicing Integrated Functional adult education program. However, from the Experience of the researcher the implementation of integrated functional adult education Program policy has not been implemented as intended. Education is one of the best means for economic development of a country in terms of many social benefits. Education is the base for economic, social and political development. It has both individual and social benefits. It helps people to acquire knowledge and skills. In relation to this, the Ethiopian Ministry of Education (2010) stated that education is a key instrument for development. Moreover, every human being has the right to get basic education irrespective of his or her color, religious background, economic status, ethnic group, etc. According to Beck H, Education is at the center of almost all socio-economic development. Thus society must ensure that all members have access to education regardless of socio-economic class differences in age, sex or geographical distribution (Beck 1965). In addition education promotes individuals performance.

As indicated in the British adult Educator Alan Rogers (1992), human beings acquire knowledge not only in the system of formal education program or formal education alone is not enough to bring rapid and continuous social and economic development. It is not also the only means of satisfying the education needs of people. People who do not get the opportunity of formal education should be provided with other alternative ways. One of these alternative ways is non-formal education. There are three modes through which one can gain knowledge. Concerning to this, Aggarwal (2002) expressed them as: formal,

non-formal and informal. In several cases, the non-formal education approach is the complement of formal education. The inadequacy of formal education in relation to the needs of some groups of the population becomes a source of justification for non-formal education.

In line with this, adult education has a significant role in poverty reduction. It plays very essential function in a rapidly changing society by providing information, knowledge, skills, etc. that people need to cope with the changing conditions. Therefore, it is essential to expand the provision of adult education which is less expensive, flexible in terms of time and place in fulfilling the demand of education. MoE (2010) stated that “adult education is an essential process directed at raising the knowledge and skills of citizens aged 15 years and above starting from basic reading, writing and computing skills in an organized manner.” However the integrated functional adult literacy program is intended to help the society who hasn’t got the chance to attend the formal education program in several cases. Integrated functional adult literacy (IFAL) is one of the ways of literacy programs through which adults’ education is directly linked with the livelihood of the society. It is a program designed to help adults to solve their daily life problems.

In addition to this, Lind (2008) stated the following points about literacy:

- ❖ Mastering literacy is essential for living in a modern society, just as a literate population is essential for a country to compete in a globalized world.
- ❖ Literacy is a human right which must be given to achieve poverty reduction, enhance political participation, and empowerment of women or sensation of environmental issues.

The concept of IFAL is defined in a Master Plan for Adult Education, which the MoE is developing with the support of NGOs. In general terms it seeks to link writing, reading, numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc.

So such an approach requires delivery by various governmental and non-governmental service providers in multiple settings. This ensures that literacy skills development is meaningful to the learners. Many examples establishing such linkages already exist in

Ethiopia, for example the basic skills/vocational training programs for youth and adults that are based on market demand in specific localities and that are linked to IFAL activities and to income generating and business opportunities (with the respective business related services). More bridges however must be built for learners who wish to access other activities offered by various providers as they progress through the integrated FAL process and more post-FAL activities must be developed (ESDP IV, 2010).

Integration of literacy and life skills is very essential in order to challenge different life problems. Functional Adult Literacy program enables adult to take informed decisions in daily life of an individual or groups. It also empowers a person or people to participate actively in ones or their affairs. It helps beneficiaries to generate income, fight against poverty, and promote lifelong learning and so on. Integrated Functional Adult Literacy for poverty reduction thus goes far beyond organizing basic literacy classes. It is a participatory approach, which motivates the learners to continue searching for knowledge and skills. It involves a wide range of localized basic livelihood activities and characterized by participation and goal orientation.

Muhammad (2013) explained that, adult education brings a great sense of dignity and self-esteem, enhanced respect of others, able to take control of one life and aims at improving the situation of people by increasing their skills, knowledge and awareness.

According to Seya (2005), adult education is the prominent ingredient to get out of poverty. In Ethiopia, Education Sector Development Plan four (ESDP IV), (2010/11-2014/15) focuses on Integrated Functional Adult Literacy which includes the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life such as agriculture, health, community policing, Kebele administration and other dominant livelihoods (Ministry of Education (MoE), 2010). It has been further added that literate population are a pre-condition for any nation to become competitive with in global economy and without a significant increase in the adult literacy rate, Ethiopia is not achieving its goal of becoming a middle income states within the expected 2025. Therefore the writer of this research wants, to assess the implementation of integrated functional adult literacy program

1.2. Statement of the problem

Although, the use of adult education could not be denied, it is facing multitude of challenges to achieve its predefined goal worldwide. According to UNESCO, (2011), lack of political commitment is widely cited as a reason for slow progress in literacy. Merriam and Cafferella, (1991) studied barriers of adult education and have categorized barriers of adult learning into situational (depending on a person's situation at a given time), institutional (all practices and procedures that discourage adults from participation), dispositional or psychosocial (persons attitudes about self and learning) and informational (person not aware of educational activities available).

Merriam and Cafferella further categorized barriers of adult education based on the social structure which are geographic conditions, demographic factors, socio-economic conditions and cultural determinants. The study conducted in Nigeria by Adewale, (2003) described that, the major challenges facing adult education delivery in Nigeria are lack of accessibility, inadequate funding, lack of community mobilization, inadequate number of qualified facilitators and poor attitude of the target group.

As different study conducted in different regions of the country showed, adult education is confronted with problems such as unavailability of appropriate organizational structure to lead adult education, unsatisfactory expansion of adult education, low participation in adult education and low level of relevance of quality of adult education (MoE, 2008). Although adult education in Ethiopia was started in the past and practiced for long period of time and still practicing, yet it has not achieved the desired level (MoE, 2010).

In general, different studies conducted in different regions focused on challenges and facilitators of IFAE, but to fill the rest gap, the current paper aimed to include the current status, the role of IFAE board at zone and woreda level as well as the participation level of other concerned bodies which was not focused more by other papers. Like other Zones of Oromia Regional state ,Ilubabour Zone is practicing IFAE program. However, the implementation of integrated functional adult Education Program policy has not been implemented as intended. The number of learners is not encouraging in relation to the population of adults found in this zone. For example the achievement of the plan for IFAE in 2010 E.C was 46% and 70.4 % enrolled and completed 28.8% in 2011 EC. There

is also high dropout from year to year from the enrolled learners. In 2010 only 31.15 % completed from the total enrolled adults and 59% % in 2012. So to assess the practice and challenges and bring improvement in the implementation of integrated functional adult Education program in the study area, the researcher was motivated to conduct this research. Taking this situation in to account, this study attempted to answer the following basic research questions.

1.3. Research Questions

The study is aimed to answer the following basic questions.

1. What are the practices of integrated functional adult literacy program policy in Ilubabour?.
2. To what extent do facilitators do their activity in IFAE effectively?
3. In what ways do the concerned bodies and stakeholders involve in promoting IFAE program?
4. What are the major challenges encountered the implementation of integrated functional adult Education program policy in the study area?

1.4. Objectives of the Study

1.4.1 General objective

The general objective of this study was to assess the implementation of integrated functional adult Education program policy in Ilubabour Zone.

1.4.2 Specific objectives

More specifically, this study was attempted to:

1. Assess the extent at which the practices of integrated functional adult Education program is being implemented in Ilubabour Zone.
2. To identify the role of facilitators towards the IFAE policy
3. To assess how the concerned were involving in promoting IFAE program
4. Identify the major challenges that encountered the implementation of integrated functional adult Education program policy in Ilubabour Zone.

1.5 Significance of the Study

The finding of this study is expected to have practical utility in Ilubabour zone & it help to identify the practice & challenges that affecting the implementation of integrated functional adult Education policy in adult education program.

And also it may have the following importance for different bodies:

- It help as input for concerned body for how to solve the challenges in IFAE centers,
- The study provides additional information to Ilubabour Zone Education Offices & woredas about the status of integrated functional adult Education program policy in the zone.
- It develops facilitators awareness to do their role effectively in the IFAE program
- Moreover, it also serve as a reference material for all concerned body and researchers who want to conduct further studies in the area.

1.6. Delimitation of the Study

The study was delimited to Ilubabour zone. Illubabour zone is found in western oromia regional state. It is far away from the capital city of Ethiopia Addis Ababa 600 km. According to zonal document of in 2009 EC shows that the zone has consists of 14 woredas .And the social development of this zone is not more advanced than the rest of oromia zone but it is more cash crop area & which have a green forest land that was registered in UNESCO. Since integrated functional adult literacy is a broad area; it is very difficult to study all aspects about it. In order to make the study manageable, it the current study is delimited to IFAE implementation, challenges and possible way out of the integrated functional adult literacy policy. Besides, among the 14 Woredas found in Ilubabour Zone, the study is delimited only to four (4) woredas.

1.7. Limitation and Scope of the Study

It was not possible to cover whole implementation of IFAEP in all learning centers of the Woreda with the available time and resource. Hence, the study size is limited to manageable sample size of only 165 facilitators, and sampled woreda education office

experts from four Woredas. With respect to title, the study was restricted to integrated functional adult education program implementation focusing only on the effectiveness of IFAE facilitators, concerned body involvement and major challenges. Hence, not more variables were included to study the overall practice of the program.

1.8. Definitions of Key Terms

Adult: a person who is 15 years old and above

Adult education: an educational activity that occurs outside the formal school system and is undertaken by people who are considered to be adults in their society.

Adult Literacy: is the program where the process of adult education taking place.

Concerned body: Facilitators, Woreda Education IFAE coordinators, Zone Education IFAE Coordinators.

FAL: is the former approach of functional adult literacy where there is no integration among the activities.

IFAE: Is an approach that begins with the daily life and experiences of adults and enables them to successfully learn the skills of reading, writing and numeracy, and encourages them to voluntarily participate in learning. It helps them acquire innovative ways of doing and producing things, and equips them with the basic knowledge, skills and values which are necessary for improved health and socio-economic conditions of adults.

IFAE Facilitators: are those who facilitate adult learning at the center where the program takes place.

IFAE Coordinators: are those bodies that are responsible for IFAL program implementation at Woreda level. Supervisors: Are those professionals who provide professional supports to the facilitators and the learners.

Stake holders: NGOs, Idir (Local organizations in the kebele level) woreda women's Childes& Youth affairs representative ,woreda Agricultural office Head, Woreda Health office head.

Woreda/ District : The lower administrative hierarchy next to zone in Ethiopia.

1.9. Organization of the Study

This study is divided into five major chapters. The first chapter deals with background of the study, statements of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study and organization of the study. Chapter two contains review of related literature. Chapter three focused on the methods and methodology of the study. The fourth chapter consists of data analysis and presentation of the study and chapter five includes summary of the findings, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE ON IFAE

2.1. Historical development of functional adult Education

As the universal declaration of human right, Literacy has been considered sometimes to which every person is entitled to. Literacy initially referred to reading, writing and calculating simple calculations. Until the mid-1960s, the right to literacy was primarily understood as a set of technical skills: reading and simple calculations. Promoting Literacy was fundamentally a matter of enabling individuals to acquire these skills (UNESCO, 2005). This understanding of literacy led to mass literacy campaigns aimed at eradication of illiteracy within a few years. Contrary to their intention, such campaigns revealed that literacy cannot be sustained by short-term operations or by top-down and one sector actions mainly directed towards the acquisition of technical skills without giving emphasis on the contexts and motivation of the learners and proper follow up of accomplishment. On the other hand, some successful campaigns which were conducted in overtly political frameworks have to do with the important political roles played by political will and social mobilization in literacy efforts.

The 1960s and 1970s brought attention to the means in which literacy is integrated to with socio- economic development and the concept of functional literacy was created. Program for functional literacy which were designed to promote reading and writing as well as arithmetical skills necessary for increasing productivity were the subjects of many national and international campaigns. As result, literacy came to be viewed as necessary conditions for economic and national development. For example; the world congress of ministers of education on the eradication of illiteracy held in Tehran (1965) stressed for the first time the interrelationship between literacy and development.

The notion of functional literacy becomes essential of UNESCO's Experimental World Literacy Program (EWLP) initiated at the general conference in 1966, implemented in eleven countries and discontinued in 1973. The EWLP, founded by United Nations Development Program (UNDP) and other agencies, aimed to provide literacy acquisition via experimentation and work oriented learning. In parallel, the UNDP took a leading

role in financing technical assistance that incorporated ideas of functional literacy (Bhola, 1994).

Although initially focused on enhanced efficiency and productivity, the concept of functional literacy was later expanded in light of EWLP experiences to include a broader array of human concerns and aspirations. In relation to this, it was stated as “Functional Literacy is seen to be identical with lifelong learning insofar as the later concept also encompasses everything which enters life” UNESCO/UNDP, Cited in (Sandhaas, 2008).

During the 1970s, Paulo Freire’s theory of Conscientization which stated that the social awareness and critical enquiry are key factors in social change gained popularity in developing countries. It also heavily influenced conceptions of literacy in UNESCO and other international organizations. In relation to contribution, it was stated as Freires ideas about literacy gained prominence in the 1970s and 1980s at a time when, at the international level, faith in the functional model of literacy was beginning to fade due to the poor results many literacy program had produced (Papen, 2005). In 1975, during an international symposium for literacy held in Persepoli (Iran), Freire was awarded the Mohammed Reza Pahlavi Prize for Literacy by UNESCO. In relation to critical consciousness, it was stated as Literacy should open the way to a mastery of techniques and human relations. Literacy is not an end in itself. It is a fundamental human right (Bataille, 1976).

In general, reviewing the historical background of the issue enables the researcher to have deep understanding regarding Integrated Functional Adult Education.

2.2. The Concept of Integrated Functional Adult Education.

Integrated Functional Adult Education is defined as innovative approaches aims to improve and replace traditional literacy programs with primary intention of poverty reduction beyond organizing basic literacy classes (MOE, 2010). This approach was adapted by German Adult Education Association/Deutscher Volkshochschul verband (DVV international) from the Uganda experience to Ethiopia in variations to specific conditions. According to German Adult Education Association (DVV) (2005), integrated functional adult literacy is an approach, process, and activity whereby adults begin

discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases or sentences reflecting these; and finally begin to write, read, and calculate around them. It focuses on helping adults to use reading, writing and computational skills to advance their life, customs, traditions, experiences, strengths and productivity (Ibid).

The integrated functional adult literacy involves the bidirectional process where the participants learn from the facilitators who in turn learn from the participants; or everybody learns from everybody else. In this approach, teaching literacy is accompanied by learning technical knowledge of agriculture, health, and income generating activities to facilitate the process of achieving a fuller participation of adults in economic and civic life; whereas collective and mutual learning is used for the solution of common problems; private knowledge, skill, and experiences are pooled and coordinated towards the resolution of common problems (Hutton, 1992; MOE, 2011).

The purpose of integrated functional adult literacy in Ethiopia is to provide citizens aged 15 years and above with practice-based knowledge and skills of reading, writing and computing skills by integrating with adult learners' day to day activities such as health, agriculture, income generation, and civic participation. It involves professionals from integrating sectors (agriculture, health) to actively take part in the development, implementation, monitoring, evaluation and management of the program. It further needs a strong cooperation among stakeholders and designing the post literacy activities to further maintain the functionality of skills (MOE, 2008; 2011; 2015).

2.3. Overview of Adult and Functional Education Programs in Ethiopia

The provision of adult education in Ethiopia has a long history. It can be divided into two major eras. They are the traditional and modern. The traditional adult education programs ran teaching and training in an informal way. Both the church and mosque had learning centers at all levels of schooling with their own curriculum. During that time, the teaching focused on spiritual life. The programs remained quietly influential up to the end of the 19th C. However, the education could not help much in transforming the economic life of those who attended the programs. It influenced them to lead a spiritual life. Therefore, the country could not benefit from the traditional adult education in improving

the lives of the beneficiaries (economically). In addition to this, the traditional education had no tolerance for modern education. That means it did not allow the introduction of modern adult education. In relation to the purposes of adult education, it was stated that traditional education served as guardianship to the education of the country. During that period there were centers of academic excellence in the area of medicine, geography and astrology. The programs were equipped at and successful in making learned adults understand that life in this world is useless. Resistance of change was one of its drawbacks. Church education never regarded hard work as a moral duty that brought its own intrinsic reward (Zelege Woldemeskel, 2009).

The History of modern adult education of the country traces back at the beginning of the 20th Century. During the imperial period, the provision of adult education was highly decentralized and many institutions (government, NGO, religious and private) participated. It implies that there was no one to coordinate efforts. During the Dergue regime, the adult education system was designed. It was highly centralized. It means it was all through top-down approach with no compromise and flexibility. Adult education programs of both the educational and modern eras were insufficient. The providers did not collect the required support and they were not all staffed. The programs were not well integrated into livelihood programs. All efforts seem to delay economic returns to both direct and indirect beneficiaries; however, currently there are some signs of improvement through programs like EXPRO, thus requiring promoting and scaling them up.

Only these and similar other programs can help adult learners to improve their living situation and contribute to the country wide poverty reduction.

2.4. The Ethiopian National Adult Education Strategy

The National Adult Education Strategy is developed in the context to international commitment to which Ethiopia is a signatory in 2008. The rationale for introduction of national adult education strategy include unsatisfactory level of expansion of adult education, inequitable distribution of adult education among different groups, low level of relevance and quality of adult education, in availability of appropriate organ to lead adult education, and imbalance resource allocation for adult education (MOE, 2008b). The strategic objectives of national adult education strategy include to facilitate the

practice-focused adult education program which supports the productive parts of the society to perform their personal and social roles; to build democratic and good governance culture through expansion of adult education; to bring about a change on social life of the society through expansion of adult education as well as ensuring sustainable economic development through quality and relevant adult education (MOE, 2008b).

In order to implement the strategic goal, four strategic directions such as expanding adult education; establishing quality and relevant adult education system; increasing coverage of adult education equitably; and creation of institutional system and capacity for continuous adult education provision are designed. In order to expand adult education, creating awareness on the significance of adult education among stakeholders and implementers and allocating budget and human power required for organized implementation of the program at all levels are emphasized. In terms of establishing quality and relevance, developing programs (curriculum, teachers' training, educational materials, support) based on social, economic and moral values of beneficiaries; building the capacity of facilitators, supervisors and other experts; creating favorable and sustainable learning environment by providing adequate educational materials and teaching aids; and improving adult education delivery strategy and techniques are emphasized. It is further intended to achieve equity through developing appropriate educational programs for peasants, pastoralists, for women; for citizens with special needs (Ibid).

On the other hand, in order to establish and capacitate institutions for continuous adult education, it is intended to manage adult education in coordination of relevant ministries such as agricultural and rural development, health, women's affairs, youth and sports, labor and social affairs; organize adult education in a strengthened and coordinated manner; and establish sustainable and effective network, partnership, as well as effective monitoring and evaluation system (MOE, 2008b). In general, the national adult education strategy provides basic foundation for the current forms of integrated functional adult literacy program in Ethiopia by determining its goal, direction of its implementation, and establishing sound structure for effective implementation of the program.

2.5. Benefits of Functional Adult Education

Adult functional education is a means to enhance productivity, facilitate labor force, assist individuals in their everyday actions and promote active citizenship (Desjardins, Rubenson & Milana 2006). Besides, according to Motschilnig (2014), functional adult literacy has the potential to create personal, economic and social value. It is further stated that, adult functional literacy has a great role in improving employability, income, health, social engagement, attitudinal change, educational progression and poverty reduction (Yilben & Maikano, 2014). Furthermore, functional literacy increases the opportunity for individuals, families and communities to reflect on their situations explore new possibilities and initiate change (National Adult Literacy Agency, 2012). It further constitutes to build a learning society and create learning communities that foster a culture of learning throughout life (UNESCO, 2015).

And also Functional adult literacy can be benefit adult learners and the community in different ways. It helps people to live in better life. It enables them to increase their productivity. It also enables them to practice family planning and to fight harmful traditions of the community. Moreover, it helps them to practice their rights and obligations. This leads them to build a democratic society.

In general, integrated functional adult literacy is considered as a tool to eradicate poverty, ensure education for all goals, ensure millennium development goals and achieve sustainable development goals in developing countries like Ethiopia. Particularly, practice-focused adult literacy program help adults acquire knowledge and skill to competently participate in the national development, and contribute to different development strategies of the government, such as agricultural, health, women and youth development packages (MOE, 2008).

2.6. The objective of Functional adult Education

The main objective of the programme is to increase the adult education rate , the programme also aims to teach participants fundamental skills and knowledge that will increase the standard of living in communities. For example:

- Gaining an understanding of their (national and international) rights and obligations;
- Promoting productivity and creativity;
- Teaching life skills such as family planning, agriculture and disease prevention;
- Teaching how to obtain and use information;
- Establishing a culture of family learning; and
- Teaching participants problem-solving skills that allow them to address and confront daily challenges and local social, economic and political problems.

Functional Adult Literacy program aims at initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills that can help adults to fight against poverty. This objective must be achieved through a need based dynamic, integrated and sustainable learning environment. Functional adult literacy leads to empowerment as far as literacy serves adult learners to ask questions about the life situations, problems and as it serves them to search for informed decisions and actions that help for fighting the root causes of poverty for them (Okech, 2009).

The specific objectives of functional adult literacy are to enable informed decisions in daily life, to ensure active participation of individual or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning. The functional adult literacy program is planned to introduce all elements of learning contents through learner-centered and problem solving approach with special emphasis to solve problems and increase the productivity of the community. In this way, adult learners learn to identify their common problems and try to find solutions for those problems that decreased their productivity and hindered their achievement of better livelihood. The aims of functional adult literacy program include teaching illiterate men and women basic literacy and numeracy as related to agriculture, health, environment etc. To help them apply these skills and knowledge to solve their basic economic, social and cultural problems (Okech, 2007).

Facilitator's recruitment

The way of facilitators' recruitment have different from country to country depending on environmental context. As a result, they use different criteria, facilitators can be chosen according to their qualification and motivation to work as a facilitator. That means facilitators should have specific qualities such as subject knowledge, pedagogical knowledge, communication skills, show commitment to their work, respect learners and the likes.

Training of facilitators

Facilitators are very vital to the success of adult literacy programs. The quality and effectiveness of any adult education program obviously depends on them. However, facilitators are one of the least supported groups worldwide. They received little remuneration, lack job security and receive few training opportunities and support (UNESCO, 2005). Training of facilitators is important since it helps them to develop their knowledge and skills. It also enables them to use appropriate methods of facilitation. In addition, training of facilitators is essential with regard to the development of instructional materials.

The roles of facilitators

Facilitators play many roles. It may be useful to think of the roles of facilitators as multiple and flexible adapting to learners' changing needs and expectation. As one time a facilitator will control an activity; at another time, she/he own observe, while learners are doing their work. Regarding to the roles of a facilitators, SAIDE (2000) described him/her as a leader who encourages learners to participate actively, (not just to listen passively), a consultant who makes learners responsible for the progress of an activity, a participant who joins the learners in solving problems and making discussions, and an observer who withdraws completely to allow learners to make total responsibility for their own work, etc.

According to Oromia Education Bureau “ Guide line on Implementation of IFAE program ,2019 AA , that the roles of IFAE facilitators are:-

1. The facilitator initiate adults towards the IFAE program & teach the adults.
2. The facilitators prepare work plan with concerned body & stake holders & also follow the implementation of the plan.
3. The facilitators register the adults & fill their full information & reported to government /responsible/ bodies.
4. The facilitators can set the schedule or the date & time according to the local condition of the surrounding.
5. The facilitators can distribute the teaching materials to the learners.
6. The facilitators can evaluate the IFAE program teaching materials like book.
7. The facilitators prepare the best experience & disseminate to others.
8. The facilitators prepare all process & report for the concerned government bodies.

2.7. Stakeholders Participation in Functional Adult Education Program

Governments have an obligation to provide basic education for all their citizens. However, they cannot be expected to supply every human, financial or organizational need for this purpose. They have vital roles in coordinating different stakeholders in order to address different educational needs of their people and creating conducive environments for the teaching learning process. They can foster the environment of the community, civic organizations, NGO, etc. Therefore, the strength of FAL program depends on the support it receives from community. Governments demonstrate their commitment through their policies. Such commitment assists to create better political and economic environment.

The political support can raise the popularization of the concepts of FAL program and create idea for practice. They may also give sustainable economic support to organize, manage, implement, etc. on need-based achievable programs. The political and economic support of governments to FAL programs are likely to mobilize the social support which can enlarge and promote the participation of beneficiaries in all the stages of the implementation process and the success of the program (Fordham et al., 1995).

NGO are very essential in expanding FAL because of their unique characteristics. They are people centered, flexible, responsive, creative non-hierarchical, etc. In the Organization and implementation of FAL program, NGO have many roles to play. Their roles include providing materials for construction of classrooms, paying monthly salary for the facilitators, Sponsoring training for facilitators, involving in procurement activity, distributing students learning materials and facilitator's guides, etc.

One of the major factors for the failure of the educational system is the absence of the concern and feeling of ownership of educational matters on the part of the community. It implies that when community has no feeling that education is its concern, much of the input from the community to what is going to the educational system can be missed. Thus, one form of promotion on community concern in the education program is the opportunity of participation on educational matters.

In order to support FAL program implementation meaningfully, the community should be involved in discussion about it. If this is done, the community can express the difficulties that hinder it and they may suggest about the solutions to these problems.

2.8. Target groups of functional adult Education program

The Target groups of Functional Adult Education Program are youth and adults who are illiterate due to lack of access to formal education at all. They can also be people who are drop out of primary and secondary education because of different reasons. Most of the target groups of functional adult literacy program are those persons whose ages are 15 years old or above. Most of those persons are very poor. Therefore, the program targets those disadvantage groups. So, in order to ensure educational access and equity, this program is targeted towards them.

Adult learning places and facilities

Adult learning places vary depending upon the local conditions. They can be buildings of churches or mosques, kebele halls, formal school buildings or any convenient place. Although, it is essential to begin the provision of adult education in these centers, it seems reasonable to equip them with adequate facilities like benches, desks, toilet, water, teaching learning materials, etc in order to improve the quality education in those centers.

Regarding to the adult learning places, English (2005) expressed as” For example, with regard to the first assumption that as adults mature, they become more independent and self-directing, Knowles suggest that the classroom climate be one of ‘adulthood’ both physically and psychologically.” the classroom climate be one of ‘adulthood’ both physically and psychologically.”

In general, in this literature review the concept of global adult literacy program as its benefit were discussed. In addition the Ethiopian IFAE program with its scope was discussed to develop the literature. The major challenges identified and occurred in different study areas included as part of the literature and also were used to check whether go in line with the current study or not. The literature review developed based on the research questions and helped to develop also the instrument of data collection

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This part of the study includes research design and methodology, source of data, sample and sampling techniques, instruments of data collection, procedures of data collection and methods of data analysis.

3.1. Research Design

A descriptive survey design was employed for this study. This design is selected on the assumption that it can help to gather a large variety of current data related to the subject under the study. Elliott et al, (2000) reported that, descriptive survey method is important to answer questions related to the current status quo of the problem. In support of this, Kothari (2004) stated that the major purpose of descriptive survey is description of the state of affairs as it exists at present. As a method quantitative approach was used with less qualitative to substantiate the quantitative one.

3.2. Sources of Data

Both primary and secondary sources of data were used for this study.

3.2.1. Primary sources

The primary data for this study was collected from integrated functional adult literacy facilitators, coordinators of IFAE program of Woreda Education office, &zone. Also woreda women's &Children's affairs representative, woreda Agricultural office Head, Woreda Health office head were used.

3.2.2. Secondary sources

Secondary data was obtained from documents. These documents include Follow-up on IFAE and reports about the implementation of IFAE that are gathered from IFAE centers by Woreda education office & Zone education office.

3.3. Population Size and Sampling Techniques

In the study area there are fourteen woredas which were divided in to four clusters by zone education office based on their geographical location. There are 1055 IFAE centers

and 556 IF AE facilitators found in the 14 woredas. In this study, the researcher used four woredas by selecting one from each cluster purposively by taking those with the highest number of centers. There are two coordinators at zonal level, in the four woredas there are 8 IF AE coordinators, 8 concerned bodies, offices those have mandatory in promoting IF AE activities at woreda level according to OEB current regulation, 40 woreda IF AE board members. There are **504** centers and 556 facilitators in selected the woredas. In general the target population for this study includes 188 individuals.

3.4. Sample and sampling technique

The zone and woreda coordinators, woreda board members selected purposively. Both centers and facilitators selected randomly. So from 504 centers 140 centers, and from 556 facilitators 167 were taken by using simple random sampling. According to Creswell, (2012), sampling technique & determination size in applied research can be determined by calculating the 30%. Having this in mind the following samples taken from the target population.

Table: 3.1. Sample and sampling technique

NO	Types of respondents	Total	Sample	%	Sampling
1	Facilitators	556	165	30	Simple random
2	Woreda	14	4	28.5	Purposive
3	Centers	504	140	30	Simple random
4	woreda board members	40	20	50	Purposive
5	Woreda Coordinator	8	4	50	Purposive
6	Zone coordinator	2	1	50	Purposive
	Total	1150	196		

3.5. Data gathering tools

Instruments that were used for data gathering in this study were; questionnaire, interview and document analysis. Using these instruments both quantitative and qualitative data were collected. The analysis and interpretation was made based on the information collected.

3.5.1. Questionnaire

Questionnaire is widely used in educational research to obtain information about certain conditions and practices, and inquire into opinions and attitudes of individuals or groups (Best, 2004). With regard to this, 33 question items were prepared to collect data from facilitators. The questionnaires were used to collect information about the integrated Functional adult literacy program. The items contained mainly close ended items. Generally, the questionnaires were developed with five point likert scales, which ranges from strongly agree to strongly disagree. To check the reliability and validity of the instruments the items were pilot tested in two woredas with 30 facilitators which are out of the samples centers. And the comments given regarding format, clarity and other comments in the items were corrected and distributed for the actual study and the alpha level of the items was checked with Cronbach Alpha, and became above 0.76. which is to say the items are acceptable.

3.5.2. Interview

The main purpose of interview was to get additional information from responsible bodies and semi-structured interview employed to collect factual and detail information from zone and Woreda IFAE coordinator to substantiate the data obtained. To increase the clarity of communication Afan Oromo language was used for the interview and major themes recorded, and later translated to English and used for analysis. The interview took place in the office of the interviewee by the researcher.

3.5.3. Document Analysis

Different available document which are related with the subject were used to obtain relevant information for the study. Document used from woreda and zone education office, are annual abstracts and directives. These documents were used to assess the follow up and registration of IFAE program. Statistical data reports, minutes and IFAE centers records were also investigated.

3.6. Validity and Reliability of the instrument

The questionnaires were initially developed in English and translated to Afan Oromo for the respondents in order that all can understand clearly and later the response was

translated to English and analysed. Language teachers were used in translating the items. To check the reliability and validity of the instruments the items were pilot tested in two woredas using 30 center facilitators which are out of the sampled centers. And the comments given regarding the items were corrected and distributed for the actual study and the alpha level of the items was checked with Cronbach Alpha, and accordingly it became above 0.76 which was in the range of accepted reliability.

3.7. Method of data analysis

Descriptive statistics was used to analyses the data obtained from the respondents. Specifically, after the quantitative data filled in SPSS version 20 the mean, standard deviation and percentage of the questions was computed. The qualitative data gathered through interview tabulated and narrated based on their themes in order to substantiate the quantitative results..

3.8. Ethical Considerations

The objective of the questionnaires as well as the interview was made clear for responsible participants and after the agreement all the activity took place. The ethical consideration ensures physical, psychological and emotional safety/ security of the respondents, confidentiality of all data provided by the respondents by coding the questionnaires and presenting the findings in generalized manner.

CHAPTER FOUR

4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the analysis and interpretation of the Study and it also includes the demographic characteristics of the respondents. The interpretation of the data was presented separately under each basic question.

4.1. The demographic Characteristics of respondents

The respondents participated in the study are facilitators of IFAL centers and they were selected randomly. The questionnaires were distributed to randomly selected 165 samples from 4 woredas. All the selected samples responded the questionnaires. The background of the respondents` characteristics focused on are gender, training and level of education.

A. Gender

Gender	Frequency	Percent
Male	105	64.2
Female	57	35.8
Total	162	98.2

N.B :-In the above table 3 respondents miss their Gender but they answer or give response on the questionnaire.

B.Training

Response	Frequency	Percent
Yes	14	8.5
No	151	91.5
Total	165	100.0

B. Educational level

Level of Education	Frequency	Percent
10 + 1	17	10.3
Diploma	146	88.5
Total	165	98.8

There were 165 facilitators who participated in filling the questionnaires from selected woredas and all of them responded to it. As it is observed from the above table, the variables asked to identify their background characteristics were gender, training and their educational level. These variables were analyzed using percentage (%). Accordingly, 64.2% of the facilitators were male whereas females were only 35.8%. Here one can conclude that females were not participating in facilitating the program at centers equally with that of the males. As the data revealed, only 8.5% of the facilitators have training on this program where as majority of them (91.5%) did not attend any training. This causes lack of deep understanding of how to facilitate the activity which can lead to failure of the program. With regard to educational background, most of them (88.5%) are diploma holders, and (10.3%) are teacher training graduates..

4.2. The implementation of IFAE program

To identify the level of the implementation of the program in selected centers there were questionnaires prepared with eight items for the 165 selected facilitators. All the respondents filled the questionnaires. After the questionnaires were analyzed quantitatively the interview response was discussed to substantiate the result. Accordingly, for the first question which was about the level of the implementation, the response of the participants was analyzed using mean and standard deviation and presented as follows.

Table: 4.2. The implementation of IFAE program

No	Items	N	Mean	SD
1.	There is sufficient number of learners in each center	165	3.06	.94
2.	There is involvement of community in IFAE	165	2.65	1.08
3.	Facilitators do their activity effectively	165	3.78	1.11
4.	There is continuous evaluation and monitoring system of the whole IFAE program	165	3.06	1.04
5.	The woreda board members follow the activities of the program	165	1.0	2.7
6.	Participating IFAE program increases the community's accountability	165	1.1	2.7
7.	IFAE develop skill to living together in peace & harmony	165	1.2	3.8
8.	IFAE program make learners apply family planning	165	1.1	3.8
Grand mean		165	3.2	0.63

Note: N= number; SD= standard deviation; q1, q2, q3... q8 = item numbers,

Table 4.2 above indicates that there is an average aggregated mean for all the questionnaires regarding the implementation of IFAE (N= 163, mean= 3.21, SD= 0.63). But there are activities where the mean is below the aggregated mean. For example question 2, 5 and 6 have lower mean (2.65, 2.67 and 2.71 respectively). This shows that there was less emphasis given for practicing these activities in IFAE centers. The items with less emphasis revealed that participation of board members in facilitating IFAE activities is not encouraging, there is limited interest of the learners towards the program and the provision of the lesson is not improving the learners' day to day life. In other side question 7 and 8 have the highest mean which indicates that there was more improved practice from the learners in developing peace full social life in the society and awareness of family planning among the adult learners. As the respondents replied, there was moderate perception of the facilitators towards guidance and follow up of the program implementation from concerned body.

To substantiate the quantitative with qualitative one, selected woreda education experts were interviewed. As they replied there is no functional IFAE board committee and technical committees in woredas. The experts interviewed also replied that the contents

of the lesson are not given appropriately. On this point one of the interviewees replied as follows;

The problem is that teachers teach only alphabets and constructing words and sentences; but as we heard from the beginning we were to learn about our daily works which tell about daily activities. There is no involvement of other sectors to teach the content which is in line with our life, like agriculture or home economics. The woreda IFAE committee are not following and correcting such limitations. So it is simply counting alphabet. For this reason the provision of this program is not initiative. People begin dropping out after few days.

The response of the interviewee confirmed the response of the facilitators that which showed that there was no encouraging follows up from woreda IFAE board members and technical committees.

4.3. The effectiveness of IFAE program facilitators

To assess the level of the effectiveness of the program facilitators in sampled centers there were questionnaires prepared with eight items for the 165 selected facilitators. For this question all the respondents filled the questionnaires. Accordingly, for this question the response of the participants was analyzed using mean and standard deviation and presented in the next table.

Table: 4.3. The effectiveness of IFAE facilitators

No	Items	N	Mean	SD
q1	Initiate the learners	165	4.2	1
q2	Follow the guide lines distributed from the OEB while teaching the contents	165	3.7	1.13
q3	Follow the time and days of the learners strictly	165	3.7	1.08
q4	Evaluate the learning progress of the learners	165	3.9	1.08
q5	Work collaborate with stakeholders and concerned bodies	165	3.4	1.1
q6	They prepare the work plan for their teaching activity	165	4.1	0.97
q7	They facilitate the IFAE centers for teaching learning activity	165	4.1	0.95
q8	They have appropriate relationship with the learners	165	4.2	0.91
Grand mean		165	3.9	0.84

Note: N= number; SD= standard deviation; q1, q2, q3... q8 = item numbers,

As the table 4.3. above shows the cumulative mean of the questions was 3.96 with SD .83 which indicates higher implementation of the listed activities in IFAE centers. But there are activities with less attention like items 5 which is about working in collaboration with stakeholders and other concerned bodies. In general as respondents replied the items 1, 6, 7 and 8 have higher mean which shows that facilitators initiate the adult learners, follow the guideline established by regional education bureau and had good relation with learners. The document in IFAE centers observed also show that the facilitators have guide line with them and also the check the learners activity as much as possible.

4.4. The role of concerned body in IFAE activity

To assess how much the concerned body were doing their role in sampled centers there were questionnaires prepared with eight items for the 165 selected facilitators. All the respondents filled the questionnaires for this question. Accordingly, for this question the response of the participants was analyzed using mean and standard deviation and presented as follows.

Table: 4.4. The role of concerned body in IFAE activity

No	Items	N	Mean	SD
q1	The IFAE Board was fully developed	159	2.9	1.23
q2	The woredas adult education boards were operating effectively	159	2.8	1.14
q3	learning center receive technical supports from concerned bodies	159	2.8	1.19
q4	There is continuous monitoring &evaluation on the activities of IFAE	159	3.1	0.96
q5	The woreda board encourages and engages all concerned body to do their share effectively	159	2.6	1.11
q6	All concerned body participate actively in promoting IFAE program	159	2.3	1.08
q7	They provide solution for the problems which may occur	158	2.5	1.13
q8	They receive and evaluate the report from the center and evaluate every activity of the program	159	3.4	1.15
Grand mean		158	2.8	0.82

Note: N= number; SD= standard deviation; q1, q2, q3... q8 = item numbers,

In table 4.4 above, the respondents agreement on regarding the role of concerned body in IFAL activity was described. As shown in the table the over mean of the 8 items is 2.84 with SD 0.82. The agreement indicates that their involvement is below the average. Specifically items 6 and 7 have least means (2.30 and 2.56 respectively). As these items show there is limited involvement of concerned body in promoting the program as well as solving problems which may occur. In other side, items 8 and 4 have higher mean value above the aggregated mean which is mean = 3.44; SD= 1.15 and mean = 3.11; SD= 0.96 respectively. As they checked out here, the concerned body more pays attention on evaluating the program and taking reports than other activities.

To substantiate the quantitative data obtained through questionnaires the researcher interviewed woreda education offices IFAE process experts. As they replied there is no activity performed by other concerned bodies like woredas administrates, agriculture office, health office and other responsible organizations. The experts interviewed also replied that there is no close follow up and support. On this point one of the interviewees replied as follows;

Other offices are not participating in this program as they were given responsibility. They ask only report and ask why it is not achieved as intended. The burden is only given for teachers and teachers are not happy to teach since other content given for health and agriculture workers is left. The problem is that the woreda administrative and other responsible body do not engage other office to participate and teach. So teachers teach only alphabets and constructing words and sentences which is not appropriate for adults. It is attractive if it goes in line with their daily life; But now adults themselves are not interested and they start and leave attending after few days. The woreda IFAE board committee do not give much attention and they are not following and correcting such problems in the provision of IFAE program.

As observed from woreda office reports there was no sufficient record of the responsible body like administrative office, health office and other. The response from the document analysis and interview confirmed the response replied by the facilitators that which showed that there was no support and follow up from concerned bodies. IFAE board members and technical committees are also not working on the issue to improve from the beginning.

4.5. Challenges affecting the implementation of IFAE program

To assess the challenges exist in sampled centers there were questionnaires prepared with nine items for the 165 selected facilitators. All the respondents filled the questionnaires for this question. Accordingly, for this question the response of the participants was analyzed using mean and standard deviation and presented as follows. The qualitative data obtained was discussed next to the discussion of the summary table of the respondents

Table: 4.5. Challenges affecting the implementation of IFAE program

	Items	N	Mean	SD
q1	Lack of budget	165	4.21	1.26
q2	Lack of awareness of community	165	3.53	1.40
q3	Inconvenient location of IFAE centers	165	3.07	1.16
q4	Lack of convenient time table	165	3.29	1.20
q5	Lack of leadership skills and competence	165	3.12	1.13
q6	Lack of preserves training for facilitators	165	3.55	1.46
q7	Lack of appropriate follow up from concerned bodies	165	3.24	1.02
q8	Lack of commitment of facilitators	163	2.75	1.22
Q9	Lack of motivation of facilitators	165	3.67	1.49
Grand mean		165	3.40	.746

Note: N= number; SD= standard deviation; q1, q2, q3... q8 = item numbers,

In table 4.5 above the challenges those can affect IFAE program was described. In this items the higher number of the mean indicate the higher level of the challenge. For this question 9 items were listed and the respondents replied for all of them. As they replied, aggregated mean of the items is more than the center value, which is M= 3.4, SD=0. 74. In these items there are items with higher mean like item 1, 6 and 9. These items reveal that lack sufficient budget, lack of appropriate training and absence of in IFAL activities. As the respondents replied, in this question relatively there is no recognized challenge in items 8 and 3. According to these items facilitators perform their responsibility and IFAE centers are appropriate.

As the respondents replied there are challenges facing the implementation of IFAE program. Accordingly, the result indicated that, lack of coordination among board members, technical committees, communities and other stockholders for the effective

implementation of the program; administrative structure of IFAE program was not effectively established and strengthened; in each year, adult learners and facilitators not coming and starting the teaching learning process on time and program and program learning environment were not considered the disabled adults. This implies that, the cumulative of all above mentioned factors were the other challenges of the study area.

To substantiate the quantitative data obtained through questionnaires the researcher interviewed woreda education offices IFAE experts. As they replied there are many challenges facing this program; no activity performed by other responsible bodies, no attention given to the program.

The interview response of one expert is summarized as follows;

This program is good if applied as the policy established, but no one is paying attention rather than asking report. Other offices are not participating in this program as they were given responsibility. The burden is only given for teachers, the woreda administrative and other responsible bod do not engage other office to participate and teach. There is no enough time even to teach because the learners say we don't have time, since they teach system of the provision of lesson is not appropriate for adults It is attractive if it goes in line with their daily life; But now adults themselves are not interested and they start and leave attending after few days. The woreda IFAE board committee do not give much attention are not following and correcting such problems in the provision of IFAE program.

The interview response also confirmed the response replied by the facilitators that which showed that there was no support and follow up from concerned bodies. IFAL board members and technical committees are also not working on the issue to improve from the beginning.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the major findings of the analysis. The general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to the implementation of functional adult literacy program in Ilu Aba Bor zone are also forwarded for all concerned IFAE. To examine the implementation of IFAE in 4 selected Woredas of Ilu Aba Bor, 4 basic questions were raised. Based on these basic questions, a questionnaire was developed. Data were collected using the questionnaire from 165 functional adult facilitators. The data were presented, quantitatively and discussed under each relevant research questions. The chapter, thus, presents the summary of the major findings of the study and then concludes on the basis of these findings. Finally, possible recommendations were made.

The general objective of the study was to to assess the implementation of integrated functional adult literacy program policy in Ilubabour Zone. To achieve this objective four research questions were developed. These are;

1. What are the practices of integrated functional adult literacy program implementation in Ilubabour?.
2. To what extent do facilitators do their activity in IFAE effectively?
3. In what ways do the concerned bodies and stakeholders involve in promoting IFAE program?
4. What are the major challenges encountered in the implementation of integrated functional adult education program policy in the study area?

To answer these question 33 questionnaires were developed under each question and distributed for randomly selected samples. The 165 samples were selected from 4 purposely selected woredas of Ilu Aba Bor zone and all replied for the questionnaires. As it was observed from respondents` characteristics, 64.2% of the facilitators were male and females were 35.8%. Here females were not participating in facilitating the program at

centers as males were doing. As the data revealed, only 8.5% of the facilitators have training on this program where as majority of them (91.5%) did not attend any training. This causes lack of deep understanding how to facilitate the activity which can lead to failure of the program. In case of education background, most of them (88.5%) were diploma holders, and (10.3%).

5.1. Summary of Findings

The summary of major finding was discussed under each question as follows.

1. The quantitatively collected data analyzed and revealed that
 - ❖ The community is not well initiated by this program,
 - ❖ Participation of board members in facilitating IFAL activities is not encouraging,
 - ❖ There is limited interest of the learners towards the program and the provision of the lesson is not improving the learners` day to day life.
 - ❖ The respondents witnessed that the community is not performing their responsibility and
 - ❖ The woreda IFAE program board members are not encouraging the community are not following the performance of the centers effectively.
2. The data showed also that :-
 - There is less performance in IFAE program in working in collaboration with stakeholders and other concerned bodies from facilitators.:This leads to failure of the program.
 - As there is less encouragement there will be less participation of the learners and also this causes less quality of the provision of the lesson. .
 - As the guide line established by regional state indicates the woreda IFAL program board and technique committee have to follow all the process of the program in and out and have to evaluate the performance of stakeholders as well as concerned body.
 - They also have to follow and solve the challenges which may occur in the IFAE centers.

3. As the response from the questionnaire as well as the interview showed,
 - No any role of concerned body observed. They did not follow the participation of the learners, they did not encourage the facilitators, and they did not try to solve the challenges which occur in IFAE centers.
 - They only ask report from education office and without paying attention about the program.

The result of the finding also showed that although they try to initiate the learners, facilitators were not actively working in collaboration with stakeholders and other concerned bodies.

4. The major challenges identified in the finding were
 - Lack of Budget, lack of close follow up from government sectors,
 - Not all responsible sectors like health office and agriculture offices are participating in teaching process,
 - So the facilitators and teachers from government schools teach only alphabets and numbers,
 - Lack of interest from learners to follow the program up to the end,
 - Lack of initiation and encouragement for facilitators from education office as well as woreda IFAE board.

5.2. Conclusion

From the findings of this study, the following conclusions were formulated.

Regarding the administration structure establishment and its functions, the result showed that, the woreda IFAE committee was established but not functional because, without few days meeting for the establishment of the board at the beginning of the year, there was no well-organized coordination among the board members to support the adult education. The study identified that participation of board members in facilitating IFAE activities is not sufficient; the interview made also confirmed that there is no attractive teaching learning process and these results in learners` dropout. The study conducted by Gudeta, (2017) also confirmed that there was low level of participation of concerned body as well as low level of facilitators` performance in the study area.

Regarding the effectiveness of the facilitators, the result of the analysis showed that working in collaboration with stakeholders and other concerned bodies is not actively implemented by center facilitators. The respondents showed that the facilitators try to initiate the learners and they also follow the guideline established by regional education bureau. However there are many limitations, the respondents also checked out that the learners and facilitators had good relationship. But their focus was only in teaching language. Gudeta, (2017) in his study, also showed that there was a gap regarding contents relevant to livelihood skills of the learners in his study and also there is skill gap from facilitators.

As mentioned in the first chapter, the concerned bodies are those who directly responsibility to work on IFAE program. These include administrative office, agriculture development office, health office, education office and other related. So, as the respondents witnessed there is minimum effort made by these offices to promote the activities of IFAE program. As the guide line established by regional state indicates the woreda IFAE program board and technique committee have to organize all the process of the program and to evaluate the performance of stakeholders as well as concerned body. They only ask report from education office and without paying attention about the program.

In case of challenges in IFAE program, as the result showed that there is lack of close follow up and support from government sectors and were not participating in teaching process. In line with this finding, the study conducted by Abeje Gudeta (2017) and Warkineh, Rogers, & Danki, (2018) in Ethiopian regarding this program also showed that the burden of the IFAE activity is only on facilitators and there is lack of enough awareness and difficulty of their personal daily life from the learners. Negassa, (2019) also witnessed that there are lack lack of equipped training centers and lack of effective leadership in implementation of IFAE program. So, the challenges exist in IFAE program found in many areas and it shows the attention given to this program is limited and this also influences the attractiveness of the lesson.

5.3. Recommendations

The practices of IFAEP require the collaboration of diverse concerned body and stakeholders. Therefore, for the current study, based on the major findings and conclusion drawn, the following recommendations were made;

1. The findings of this study suggest that, IFAEP board and technical committee was not functioning and at *Woreda* level, therefore *Woreda education office* should establish strong IFAEP board and technical committee at *Woreda* level and build their capacity. So, that, they should discharge their duties and responsibilities as indicated in the IFAEP guideline.
2. The zone and *Woreda education office IFAE program process experts* should raises awareness of the community, administration structures, supervisors, facilitators and responsible stockholders about the importance of the IFAE program by organizing timely bounded meeting programs with them.
3. Zonal, *Woreda* and *Kebele* political leaders should give due attention for the implementation of the program by periodically monitoring and evaluating the implementation of IFAEP administration structures.
4. The *Woreda* adult education board, technical committee and education office should cheek the effective implementation of the program and Create on job training and reinforcement system for facilitators, supervisors, learners and administration structures. So, that, they would improve their skills and implementation activities.
5. Schools cluster supervisors have to support and provide appropriate feedback for facilitators concerning the strengths and weaknesses they observed in the program

Reference

- Gudeta, A. (2017). Integrated Functional Adult Education Program in Pastoral Communities of Jarar Zone: Challenges and Opportunities. *International Journal Of Innovative Research & Development*. Vol 6 Issue 7, 90-98
- Adewale (2003), The major challenges facing adult education in delivery in Nigeria.
- Anderson, R.A, and Darken Wald, G.G. (1979). *Participation and persistence in America Adult Education*. New York: College Board.
- Argyris, C. (1982). *Reasoning, learning and action*. San Francisco: Jossey-Bass.
- Beck, Robert, H.A. (1965). *A social history of education*. New York; MCGRAW hill Book Company.
- Brook field, S.D. (1986). *Understanding and facilitating learning*. Miton Keynes; Open University press
- Tolera Negassa. (2019). *Challenges of the implementation of Integrated Functional Adult Education (IFAE) in Ethiopia: A case of Oromiya National Regional State* .M.A. theses
- Cohen(1977).sampling technique &determination size in Applied research.
- Cross, P. (1981). *Adults as learners increasing participation and facilitating learning*. New York; Jossey-Bass Inc.
- Darken wald, G.G and Marian, S.B (1982). *Adult education foundation of practice*. city, Harper Collins publishers.
- Federal Democratic Republic of Ethiopia National Report on the Development and State of the Art of Adult Learning and Education (ALE) Ministry of Education, FDRE Addis Ababa 2008 . FDRE
- Integrated Functional Adult Literacy: Existing Practices and Challenges in Eastern Ethiopia. *International Journal of Education & Literacy Studies* ISSN: 2202-9478 www.ijels.aiac.org.au

- Knowles, M.S (1978), *The modern practice of adult education. Andragogy Versus Pedagogy*, New York; Associate press.
- Muhammed (2013), Challenges & Emerging perspective in adult education delivery in Nigeria.
- Morstain, B.R and Smart, J.C (1974), *Reasons for participation in adult education participation course; - A Multivariate Analysis of group differences" Adult Education*, V-24, N0-2(83-89)
- Rogers Alan (1996), *Adult learning for development; - (4th Ed.)*, New York, Cassell
- Seya (2005), *Adult Education & African Development in context of globalization*
- The Federal Democratic Republic of Ethiopia Ministry of Education, (2008). *National Adult Education Strategy* Ministry of Education. Addis Ababa.
- Warkineh, T. Z., Rogers, A., & Danki, T. N. (2018). Profiling adult literacy facilitators in development contexts: An ethnographic study in Ethiopia. *International Review of Education*, 64(1), 9-30.

Appendix A
Addis Ababa University

College of educational and behavioral science

Department of Educational Planning & Management (EdPM)

Questionnaires to be filled by facilitators

This questionnaire is developed to gather information on the implementation of integrated functional adult literacy (IFAL) program in Ilubabor zone. The questionnaire will help to conduct the research successfully and the result will help to improve the implementation of IFAL program. Therefore, you are kindly requested to give your appropriate and genuine information based on your personal opinion and understandings. Your data will be kept confidential and it will be used for research purpose only. No need of writing your name.

Thank you in advance for your precious time

I. General information

Dear respondents:

After you read the questions, Please Put tick mark in front of your choice

1. What is your educational qualification?
10th complete _____ Certificate _____ Diploma _____ Degree _____
If Other (mention it) _____ Your field (subject you are certified in) _____
2. For how long does the IFAL is conducted in this center in general?
Only this year _____ About 2 years _____
About 3 years _____ More than 4 years _____
3. Have you got pre-service training on method of teaching IFAL? Yes ____ No ____
4. If you have attended a training program, for how long the training was conducted?
Less than 5 days _____ 6-10 days _____
11-15 days _____ More than 15 days _____
5. Indicate the number of years you have worked as facilitators
1-3 years _____ 4-6 years _____ 7-10 years _____

II. Items of the questionnaires

A. The implementation of IFAL program

The following items are expected as the indicators for the implementation of IFAL program. Give your response by putting (√) under your choice.

Note: VH=Very High, H=High, M=Medium, L=Low, VL = Very low

No	In your IFAL center:	VL	L	M	H	VH
1	There is sufficient number of learners in each center					
2	There is involvement of community in IFAL					
3	Facilitators do their activity effectively					
4	There is continuous evaluation and monitoring system of the whole IFAL program					
5	The woreda board members follow the activities of the program					
6	Participating IFAL program increase peoples accountability to community.					
7	IFAL develop skill to living together in peace & harmony					
8	IFAL program make learners apply family planning.					

B. IFAL facilitators effectiveness in achieving the objectives of the program

Read the following items and give your personal opinion based on your Center by putting (√) mark under your choice Note:

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	As a facilitator you	SD	D	U	A	SA
1	Initiate the learners					
2	Follow the guide lines distributed from the OEB while teaching the contents					
3	Follow the time and days of the learners strictly					
4	Evaluate the learning progress of the learners					
5	Work collaborate with stakeholders and concerned bodies					
6	They prepare the work plan for their teaching activity					
7	They facilitate the IFAL centers for teaching learning activity					
8	They have appropriate relationship with the learners					

C. The role of Concerned body in IFAL activity

No	In your IFAL center	SD	D	U	A	SA
1	The IFAL Board was fully developed					
2	The woredas adult education boards were operating effectively					
3	learning center receive technical supports from concerned bodies					
4	There is continuous monitoring & evaluation on the activities of IFAL					
5	The woreda board encourages and engages all concerned body to do their share effectively					
6	All concerned body participate actively in promoting IFAL program					
7	They provide solution for the problems which may occur					
8	They receive and evaluate the report from the center and evaluate evry every activity of the program					

D. Challenges those can affect the implementation of IFAL program

Read the following items and give your personal opinion based on your Center by putting (√) mark under your choice Note:

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	The challenges in your IFAL center is	SD	D	U	A	SA
1	Lack of budget					
2	Lack of awareness of community					
3	Inconvenient location of IFAL centers					
4	Lack of convenient time table					
5	Lack of leadership skills and competence					
6	Lack of preserves training for facilitators					
7	Lack of appropriate follow up from concerned bodies					
8	Lack of commitment of facilitators					
9	Lack of motivation of facilitators					

Appendix B
Addis Ababa University

College of educational and behavioral science

Department of Educational Planning & Management (EdPM)

Interview guides for Woreda IFAL board members

1. Are the months of the year that the literacy program is conducted suitable for IFAL program activities?
2. Are learning Materials distributed to all adult learner
3. How much the facilitators are capable to do on the policy of the IFAL program?
4. Do you think (the day, hour& the month) has convenient to you to teach ?
5. Is the place of educational provision (literacy center) has convenient to IFAL program?
6. Do you think that school days &the time class begins are convenient for adult's education?

Appendix C



**Yunivarsiitii Addis Ababaatti
Kolleejjii Barnootaa fi saayinsii Amalaa
Muummee Hoggansaafi Karooraa Barnootaa
Gaaffilee Qorannoo**

Gaaffilee Haala -mijessitootaan gutaamu.

Gaaffileen kun kan qindaa'e odeeffannoo sagantaa hojii irra oolmaa barnoota ga'eessotaa qinda'aa gochaa irraatti xiyyeeffaate(BGQGX) kan Godina Iluu Abba Borraa sassabuufi dha.

Gaaffileen kun kan qophaa'eef, qorannon kun bu'a qabeessummaa sagantaa barnoota ga'eessotaa qinda'aa gochaa irratti xiyyeeffate ni fooyyessaa jedhamee yaadameetu.

.Kanaafu isiniis dhimma kana beekuun odeffanno gahaa fi sirri ta'e gama keessaniin akka naaf kennitan kabajaan isiin gaafadha.

Hub. Maqaa keessaan barreessun hin barbaachisu.

Yeroo keessan aarsaaWaan naa gootaniif galatooma!

Kutaa I= Odeeffannoo Walii galaa

Kabajamoo deebii kennitootaa keenyaa erga gaafilee armaan gadii dubbistaanii booda bakka duwwaa irratti deebii filannoo keessani mallattoo (X) ka'uun ibsaa.

1. **Salaa:- Dhiira**_____ **Dubartii**_____
2. Sadarkaan barumsa keesaani isa kami?
 - Kutaa 10 ffaa kan xumuree_____
 - Sertifikeettin kan ebbiffaame_____ Gosa barnoota ittin ebbiffamtan_____
 - Dippiloma_____ Gosa barnoota ittin ebbiffamtan_____
 - Diigirii _____ Gosa barnoota ittin ebbiffamtan_____
 - Kan biro_____ Gosa barnoota ittin ebbiffamtan_____
3. Leenjii hojii dursaa malaa baru- barsiisu BGQGXhaala mijeessitootaaf kenaamuu fudhaatanii ttuu? **Eeyyee**_____ **Lakkii**_____
4. Yoo Leenjii fudhattanittuu ta'e hammamiif?
 - Guyyootaa 5 gaadii_____
 - Guyyootaa 6-10_____
 - Guyyootaa 11-15_____
 - Guyyootaa 15 ol_____
5. Haala mijeessummaa dhaan hangam tajaajiltani?
 - Waggaa 1-3_____
 - Waggaa 4-6_____
 - Waggaa 7-10_____

Kutaa II. Gaafannoowwan qophaa'an.

Gaaffilee gabatee keessa jiraan hundaaf hubaachisaa armaan gadiitti fayyadama.

Hub. BW= Baay'een Walii gala

W= Waaliingala

HWG= Hamma tokko waliingala

WH= Waaliihingalu

BWH= Baayee waalii hin galu.

A=Saganta hojiirraa olmaa BGQGX

Gaaffileen armaan gadii saganta hojii irraa oolmaa BGQGX tiif agarsiistu dha.Kanaafu mallattoo(X)bakka filannoo keessaanitti ka'uun deebii keessan kenna.

Lak	Hojii irra oolma saganta BGQGX	BW	W	AWG	WH	BWH
1	Bakka buufata hundaatti gaa'eessota gahatu barachaa jira.					
2	Kaka'umsaa gaaritu Hawaasaa keessatti jira.					
3	Haala mijeessitoonii hojii jaraa sirritti ni hojjetu.					
4	Deggarsaafi hordofiin wal irraa hin cinne sagantaa kanaaf gaggeeffama jira.					
5	Hirmaannaan hawaasa saganta BGQGX itti gaafatamummaa hawaasaa dabalee jira.					
6	Miseensi Boordii Aanaa hordofii gaha sagantaa kanaf ni godhu					
7	Sagantaa BGQGX Ga'umsaa fi waliin jireenyaa akkasumas nagaafi waliigalte ni fida.					
8	Sagantaan BGQGX ga'eessonni akka karoora maatii itti fayyadamanu ni taasisaa?					

B. Haala mijeesitonni kaayyoo sagantaa kanaa akka bu'a qabeessa ta'u taasiisu irraatti ilaalchise:- Gosota gaafilee armaan gadii dubbissun buufata keessaan irraattii ilaalchaa dhunfaa keessani mallattoo(X)kanan filaanno keessaan agarsiisaa.

Lak	Akka ilaalcha keetti Haala mijeesaan/ttuun	BW	W	HWG	WH	BWH
1	Gaa'essotaa barataan ni jaajjabessa/tti					
2	Qaajjelfama Biiro barnootaa Oromiyaa irraa gadii bu'e irraatti hunda'un qabiyyee barnootaa ni barsiisa/tti					
3	Guyyaafi sa'aatti sagantaa barnoota sirritti itti fayyadama/tti.					
4	Daandeettii gaa'essota barataani ni madaala/tti					
5	Qoodaa fudhaattootaafi itti gaafatamttoota sagantaa waaliin ni hojjeta/tti.					
6	Karooraa fi Sagantaa barnoota ni qopheessa/tti					
7	Bakka buufataa barnoota ni mijeesa/tti					
8	Gaa'eesotaa waalin walitti dhufenyaa gaarii ni qaba/qabdi					

C. Sagantaa BIA fiMH irraatti Gahe qaama dhimmi ilaalatu

Qaamni dhimmi isaa ilaallatu kaayyoo sagantaa kanaa akka bu'a qabeessa ta'u taasiisu irraatti gaaffilee armaan gadii dubbissun buufata keessaan irraattii ilaalchaa dhunfaa keessani mallattoo(X)kaa'uun ilaanno keessan agarsiisaa.

Lak	Akka ilaacha keetti	BW	W	HWG	WH	BWH
1	Koreen Boordii BGQGX gutummaan guutuutti ijaarame jira.					
2	Koreen Boordii sadarka aanaa sirritti hojjetaa jira					
3	Buufatnii barnootaa deggersaa tekniikaa qaama dhimmi ilaalatu irraa ni argaata.					
4	Hordofiifi madaaliin walirraa hin ciinee yeroo yeroon gaggeeffama jira.					
5	Boordiin aanaa warreen qaama dhimmi kun ilaalatu nika kaassaa,ni deggerra.					
6	Sekteerooni qindomiina hundii sagantaa barnoota gaa'eessoota qinda'a gochaa irraatti xiyyeeffaate kana irraatti sirritti ni hirmaata					
7	Rakkoo mudatuuf yeroottii furmaata ni kennu					
8	Gabaasa hojii yeroo yeroon nifudhaatu ni madaalu					

D=Rakkowwan saganta hojii irraa olmaa BGQGX hubaan ykn midhaan ilaalchise Gaaffilee armaan gadii kana dubbissun ilaalcha dhunfaa keessaaani mallattoo(X)kaa'uun ibsaa.

Lak	Rakkooleen ijoon Mulaatanu	BW	W	HWG	WH	BWH
1	Hanqiina baajetaa					
2	Hanqiina hubaaannoo uumaata					
3	Bakkii buufata barnoota gaa'eessotaaf mijaata ta'u dhaabu					
4	Rakko sagantaa barnootni itti kennamun walqabatu.(Sa'aatti,Guyyaa fi Ji'a)					
5	Hanqiina ga'umsaa fi daandeettii hoggansaa Sagantaa BGQGX					
6	Leenjii argaachu dhaabu haala mijeessitootaa					
7	Hordofii taasisuu dhaabuu qaama dhimmi ilaalatu					
8	Itti gaafatamumaa isaani bahachuu dhaabu haala mijeessitoota.					
9	Oonechiftuu dhabuu haala mijeessitoota.					

Yeroo keessan aarsaa gootaniif Galatoomaa